

Data Collection Forms  
Frequently Asked Questions

GENERAL PROGRAM AND FAMILY INFORMATION

- Q. Item 4—Do the hours spent in early childhood education, interactive literacy, etc. with children born after the adult’s high school completion in program count towards our totals?
- A. **The hours for these children should not be counted unless the parent has identified another adult learning goal and remains enrolled.**
- Q. Item 4—Should we be counting as early childhood education the hours children spend in MSRP, Head Start and other child care programming?
- A. **If the program integrates the instruction that a child receives in a high-quality early education setting into the Even Start components, then the hours for that child can be considered in the offered/participated mix. So the answer to your question leads you back to the program manager and team to determine which of the services accessed by the parent are integrated into your Even Start program and qualify as “early childhood education.”**
- Q. Item 4—Can we count the hours that our children spend in child care on-site at the alternative education programs? Another Even Start program told us that this was allowable as long as the child care program used a curriculum.
- A. **It depends on what the design of the program is and the delivery of early childhood education. Is the on-site child care program identified in the application and plan of implementation as the early childhood setting for some of the children? Is it fully integrated into the other three components of Even Start? Does it have a high-quality research-based curriculum being implemented, or are there opportunities for Even Start staff to work on-site and raise the awareness and level of understanding of the caregivers? If the answers are “yes,” then the hours that the children are eligible to spend in this setting and the hours that are actually spent are “countable,” as are the expenses incurred to make this available to those children.**
- Q. Item 4h—Are you referring to all families that enrolled in the reporting period or just the ones who enrolled and left the program? For example, we have two teens who enrolled less than three months from the end of the reporting period. They have been in the program for less than three months but are still active. Do we include them in the count for less than three months?
- A. **For this item we’re trying to get a student’s retention, so we really are only talking about the newly enrolled families who exited. All who exited who were newly enrolled would be reported in Item 4h and that may not be equal to Item 4c.**
- Q. Item 5b—Do we count only participants who have actually had their babies during this reporting period? We have one participant we served with transition activities who had her

baby during the reporting period, and we have two participants that have not had their babies yet.

- A. **Item 5b is the only place on all of the forms where you will report the two individuals who had not yet had babies. Please note that they are not enrolled, thus not participants until the birth of a child. The total for the category, however, would include any that got transition service in the entire reporting period (so the mom that enrolled gets reported here and in the other sections).**
  
- Q. Item 6—Some of our teen parents are still in regular high school. Are high school hours counted in with Adult Education hours?
- A. **If the adult education that the teens are receiving consists of high school hours and is totally integrated into the Even Start program, then the hours are counted in the offered/participated mix. The expenditures for offering these hours continue not to be allowed as local contribution to the program.**
  
- Q. Item 6—For Parent Child Interactive Literacy (PCIL) hours, do you want us to count those hours in parenting and early childhood education as a whole or split the number of hours in half? For example, if September had 60 hours of PCIL would that be counted as 60 hours in parenting and 60 hours in ECE or 30 hours in parenting and 30 hours in ECE?
- A. **You may count it both as early childhood education and parenting. It just can't be counted as parenting education and as adult ed. This is based on the statement from the federal instructions that said, "When services are offered to parents and children jointly, those hours can be counted toward early childhood for children as well as parenting or adult education for the adult."**
  
- Q. Item 6—Some of our parents do an in-home education component. Do the hours they spend on homework assignments count towards Adult Education hours?
- A. **The hours spent by the family on their own completing homework would be a nice addition to the local independent evaluation, but should not count as adult education hours. It is true that, were they in the center, the hours would count. But these hours would be under the supervision of an instructor.**
  
- Q. Item 6—Should the information in this chart ONLY be the hours that are offered at our Even Start center or should it contain hours when the adult/child is at another program (adult education, child care, head start, school, etc.)?
- A. **The design of each Even Start program is unique. As an example, some programs offer their early childhood education for 0-3 year-old children in the home in the context of home-based instruction while others offer it in the context of on-site child care. (Even with on-site child care, some parents do not avail themselves of that opportunity because other family members care for their child during the same hours, so the program must do the ECE during a home visit). Therefore, it is important to take into consideration how each of the integrated components is being offered each of the participants. If the program integrates the instruction that a child receives in Head Start into the Even Start components, then the hours for that child can be considered in the offered/participated mix. So the answer to your question leads you back to the program manager and team to determine which of the items are**

integrated into your Even Start program. With regard to “school,” I am assuming that you are inquiring about K-3 school hours for the child. These hours are not provided by Even Start, nor are they part of the local contribution to Even Start. The instructions for the federal report indicate, “for children in grades K-3, EXCLUDE compulsory education school hours.” So for the 5+ children, the early childhood education offered is what we have been referring to as “value added,” i.e., any instruction that Even Start integrates into the program, like tutoring, after school, home visit curriculum, on site literacy activities for evening center hours, etc.

If it does contain hours offered at another program, how do we figure out those hours? For example, if a child is only signed up to be in child care for two hours per day, do we just use the hours the child care is open for the hours offered or do we just count the hours he was supposed to be there? Is it all individual for the hours offered?

**Because of the information presented above, it does end up being individually tracked, to a certain extent. If all children are offered the eight hours per day of early childhood education so that the parent can participate in eight hours of instruction per day, and the expectation is that the parent WILL participate those hours, then you would have an average for some months as being 160 (eight hours/day x 20 days attending). But if a parent is finishing out a high school diploma by completing one class, then staying for an hour of parenting education with Even Start, and having the child enrolled in the early education setting only two hours, and this is reflective of the Even Start design and the agreement made with parents, then the program should adjust the “offered” category to average in this parent (eight hours/day x 20 days x 25 parents + two hours/day x 20 days x one parent = 4,040 total hours / 26 (total parents) = 155 average hours monthly). Attendance/participation can be tracked in the same way.**

- Q. Item 11a—These numbers will be odd because we had no parents at all at the beginning of the reporting period since we are a new program. How do I handle that?
- A. **You would report the number of parents not employed at the point of enrollment. Item 11b, c – This might end up being duplicated counts, so please asterisk a comment and squeeze in between 11 and 12.**
- Q. Item 11—Is the number of adults the number of adults who are participating in the program who . . . or the number of parents in the family whether they were participating or not?
- A. **The parent(s) enrolled in Even Start.**

## ADULT OUTCOMES

- Q. Item 1a—Are we only looking at folks who have just started the program or are we looking at everyone?
- A. **Any adult who qualifies under the description of “At the end of six months from program intake...” is who you are looking at. So Question 1a asks you to indicate the number of adult participants who have been enrolled during this reporting period**

**who have participated in your program for at least six months. This involves any adult who is enrolled in your program and fits these qualifications.**

- Q. Item 2—We have a participant who showed growth in two skill areas, yet one skill area was 1.0 grade level increase and the other skill area was 0.3 grade level increase. How would this information be listed on the chart?
- A. **For this participant, you would report any growth, two skill areas AND 1.0 grade level for one skill area.**
- Q. Item 2—Some families participated in home-based services only. They received instruction, but were not “enrolled” in a specific class such as math, reading, etc. How should we count those families?
- A. **Report on the areas in which they received instruction, those areas that you would assess with the TABE.**
- Q. Item 5—Are the 120 instructional hours the number of hours the person ATTENDED, or does that refer to the number of hours the person was SCHEDULED? In other words, do we need to go in and look at attendance sheets to see how many hours were actually attended?
- A. **The indicator was written with the intent that instruction is usually broken into 120 hours for those adult education providers who are teaching second language learners and seeking reimbursement through Department of Career Development. Since you are not, you may submit after 120 hours of instruction were offered, but you’d still be looking to the individual adult records in the event that some of the adults started at differing times. In addition, you’re looking for progress, so if you feel confident that progress was made for “scheduled” hours vs. actual instructed hours, then you’d measure at that time.**
- Q. Adult education is referred to in the section on adult hours. Many of our teen parents are participating in alternative education. Can we count the hours that they spend in school if they are enrolled in alternative education programs?
- A. **Alternative education hours, to the extent that they are integrated into the Even Start program, can be counted, both as “offered” and “participated.” As an aside, the hours can be counted for this purpose, but the expenditures for this free, public education to which they are entitled cannot count as a local contribution to Even Start.**
- Q. How do we classify a student who has identified a GED as their goal, but their functioning level is so low that they are ABE?
- A. **If the adult student is so low as to be categorized as ABE, they should not be recategorized as a GED preparation student until their academic work is actually for preparation of the GED and at that level of work. The GED may be their long-term goal, but if they are classified as ABE, they do not need to be reclassified as GED until they can actually do the work that would be classified as preparation for the GED test.**